

# Getting Organized: Data & Evaluation

2019 ALASKA'S PRIMARY PREVENTION SUMMIT

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# Facilitators



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Senior Research Associate**



**Strategic Prevention Solutions**

# Do you know?



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What resources does evaluation really require?

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The difference between quantitative and qualitative data collection methods?

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The value of mixed-methods?

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How to organize data you've collected?

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To keep your data collection feasible?

# How to Use Your Workbook

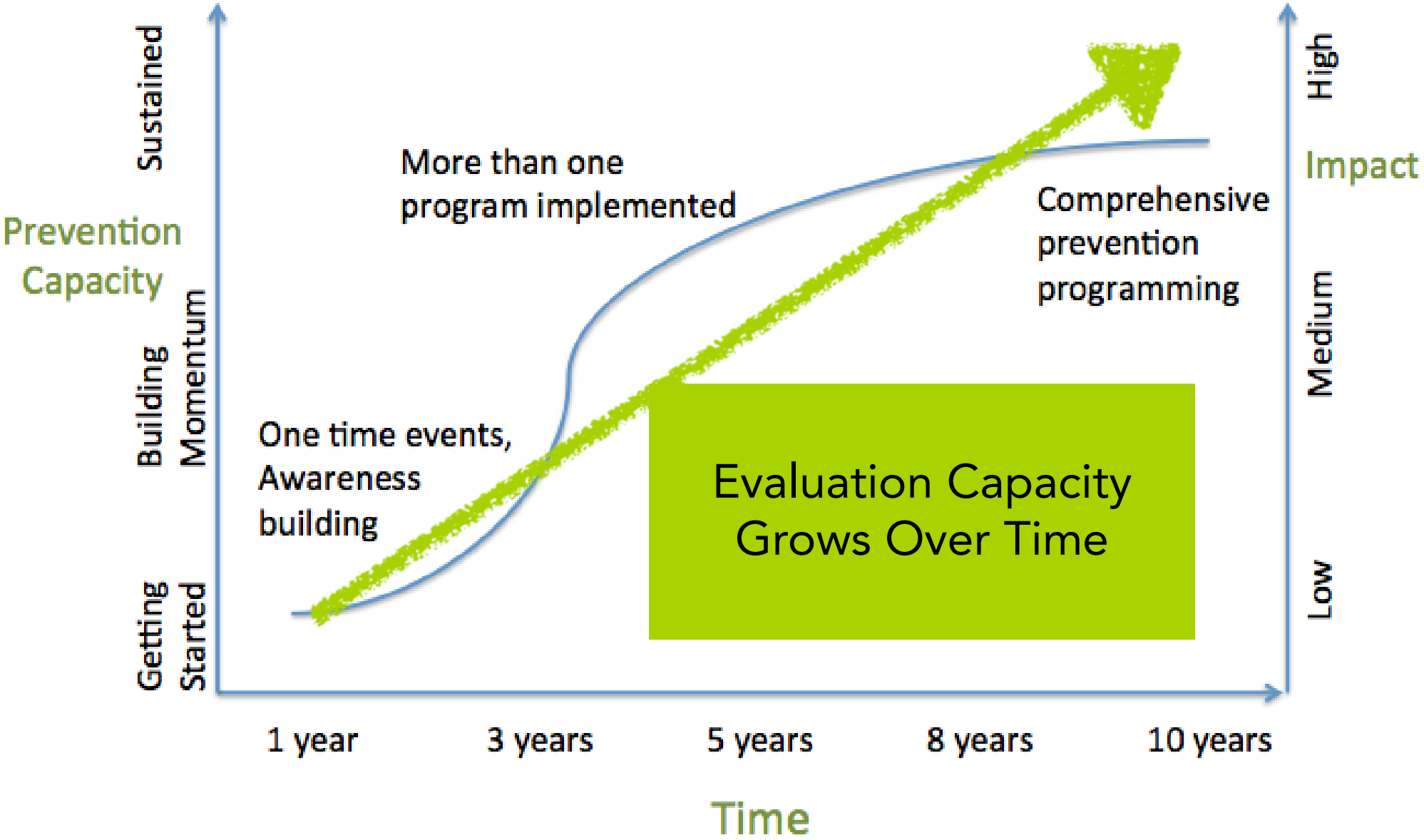
- Think about the topic being addressed
- Work through planning & decision-making processes
- Worksheets



What is your  
evaluation  
capacity?



# PREVENTION TIPPING POINT







# Data Types & Methods





# Types of Data



There are two types of data:

## Numbers and everything else



- **Quantitative** data consists of numbers and determining relationships (sometimes statistical)
- **Qualitative** data describes the meaning of something

# Latte Example



- 12 ounces of coffee and milk
- Serving temperature 150°F
- Cup dimension – 7 inches height
- Cost \$6.53
  
- Robust aroma
- Frothy appearance
- Strong taste, bold
- Cute cup “Boss Lady”



# Quantitative Data



## Pros

- + Collect a wide variety of information quickly
- + Provides a quick “snapshot” of results
- + Can do statistical analysis

## Cons

- May miss out on a more in-depth understanding
- Statistical analysis not always appropriate
- Data collection tools can be difficult to develop/adapt









# “Mixed Methods” Example

## Example Satisfaction Survey Question

Which of the following did you enjoy the most about today’s workshop?

- role plays
- videos
- media discussion
- group conversation
- other (please describe):

# Qualitative or Quantitative Data Collection?



An evaluator immerses themselves in the classroom where students are engaging in healthy relationship curriculum. The teacher facilitates several activities and discussions with youth. The evaluator observes, keeping a keen eye on the students, and takes notes on what youth are talking about and the level of engagement.

# Qualitative or Quantitative Data Collection?



A community action team reviews the notes taken during semi-structured interviews with key stakeholders



# Qualitative or Quantitative Data Collection?



1. How much did participating at LeadOn! do the following:

	Very much	Somewhat	A little	Not at all
Changed my attitude about how people should be treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed my attitude about how I should be treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed how I deal with conflicts in my relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected me with people who are different than me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped me talk with teens I did not know before coming to Lead On	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught me how to recognize unhealthy behaviors in MY relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught me to recognize unhealthy behaviors in relationships of those around me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Qualitative or Quantitative Data Collection?



Lesson #: \_\_\_\_\_

# of boys: \_\_\_\_\_

## Boys Run I toowú klatseen Tracking Sheet

School: \_\_\_\_\_

Team:        M/W    T/TH

1- How did it go?

	Very Well	Somewhat	Not Well
Use of time			
Comments-			
Interaction with Boys			
Comments-			
Use of Materials			

3- Did you add any physical activity to the lesson?  
What/ where?

4- Did you change the way you presented any  
information? How/ where?

# Data Collection Methods / Tools



Surveys or questionnaires

Database, documents, and/or record review

Observations and/or site visits

Interviews

Focus Groups

Photovoice

Experiments

# Photovoice Example



This was taken at my father's birthday party. When we first came home, our daughter kept her distance, but we just started getting closer again. After the birthday, we took our baby girl to visit her grandma. She was really excited and kept talking all the way. Her cute smile finally made us forget the frustration we felt at the beginning.

这张照片是孩子爷爷过生日的时候照的。我们回了趟老家，刚到家时孩子对我们比较疏远，过两天就好多了。爷爷生日后我和老公带她一起去外婆家，一路上她可高兴了，叽叽喳喳个没完，看着女儿可爱的笑容，心里头隐隐的不快（女儿对我们的生疏）冲淡了不少。



There was a storm in Zhuhai. It rained so heavily that children were asked to stay at home. There was flooding and a wall collapsed in my neighborhood. My child saw this and when I returned home she said: "Mom, Zhuhai is so horrible and dangerous. Let's go back to our hometown."



My two kids stayed in my hometown from their earliest age. I finally decided to bring my elder

# What method?



An evaluator immerses themselves in the classroom where students are engaging in healthy relationship curriculum. The teacher facilitates several activities and discussions with youth. The evaluator observes, keeping a keen eye on the students, and takes notes on what youth are talking about and the level of engagement.

# What method?



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Interaction with Boys			
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What/ where?

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information? How/ where?

# Writing Good Questions



1. Establish goals
2. Develop questions and response options
3. Pilot test questions
4. Re-evaluate questions





Ethics – Visit our YouTube page to watch a video on informed consent

<https://www.youtube.com/watch?v=SWxNOCZlv6o&t=4s>

# Keeping Data Collection Feasible



Think about one type of data you want or plan to collect

## DATA COLLECTION WORKSHEET



**Complete this worksheet before you collect evaluation data for any of your prevention strategies or programs.**

This worksheet walks you through the steps that will need to happen before the information you collect can be used, and will help you plan for the resources that will be required. Most importantly, the worksheet helps you clarify how you will use the information you collect, which is the most important factor for ensuring that your data collection resources are used wisely.

WHAT IS BEING COLLECTED:

WHO IS COLLECTING THE DATA:

WHO IS ENTERING THE DATA ONLINE OR INTO EXCEL:

WHO IS SUMMARIZING THE FINDINGS:

# Data Collection Worksheet



.....  
**WHEN AND WHO WILL BE DISCUSSING THE FINDINGS:**

.....  
**WHAT WILL BE THE FINAL PRODUCT, SUCH AS SNAPSHOT, ONE-PAGER, PRESS RELEASE, FLYER, SHORT REPORT SUMMARY:**

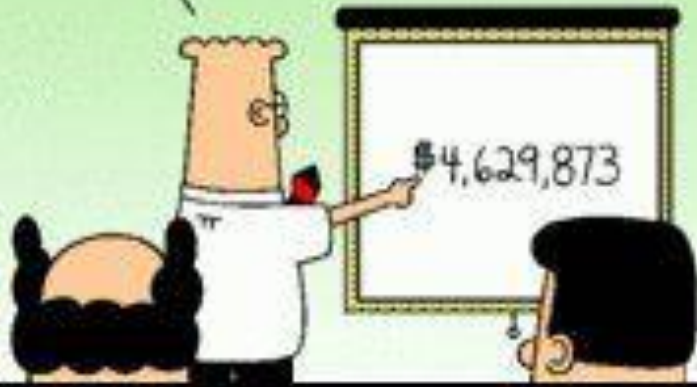
# Data Management



# WHERE IS YOUR DATA??

the question we all dread

I DIDN'T HAVE ANY ACCURATE NUMBERS SO I JUST MADE UP THIS ONE.



STUDIES HAVE SHOWN THAT ACCURATE NUMBERS AREN'T ANY MORE USEFUL THAN THE ONES YOU MAKE UP.



HOW MANY STUDIES SHOWED THAT?

EIGHTY-SEVEN.



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# Getting Organized: Evaluation Workplan



## Benefits

- Written list of activities from *preparation* through *evaluation*
- Timeline – what, when, who, where, and how
- Improves teamwork and communication
- Reduces lost time, resources, and energy
- Documents roles and transitions of responsibility



# Evaluation Workplan



## Work Plan Template

**5-Year Project Period Outcomes**

**Goal 1:**

**Objective 1.1:**

**Rationale for the objective:**

<i>Measures for accomplishing</i>	<i>Data sources to measure</i>
A.	A.
B.	B.
C.	C.
D.	D.

<i>Program Activities in support</i>	<i>Person/agency responsible for accomplishing the activity:</i>	<i>Activity date:</i>
A.	A.	A.
B.	B.	B.
C.	C.	C.
D.	D.	D.

<i>Program Activities in support</i>	<i>Person/agency responsible for accomplishing the activity:</i>	<i>Activity date:</i>
A.	A.	A.
B.	B.	B.
C.	C.	C.
D.	D.	D.

# Managing Data



Survey Title	Created	Modified	Design	Collect	Analyze	Actions
Prevention Capacity Assessment - KCSOV	August 26, 2012 4:41 PM	3 days ago				0 Clear Transfer Delete
Fourth R Youth Survey (PRE)	September 13, 2012 1:14 PM	4 days ago				0 Clear Transfer Delete
WA CD Survey POST	August 17, 2012 1:40 PM	6 days ago				0 Clear Transfer Delete
WA CD Survey PRE	July 25, 2012 9:18 AM	6 days ago				1 Clear Transfer Delete
PPWT Survey PRE & Check-in	August 2, 2012 7:12 AM	9 days ago				0 Clear Transfer Delete
PPWT Post Survey	September 21, 2012 10:37 AM	9 days ago				0 Clear Transfer Delete
S.M.A.R.T.	July 10, 2012 7:27 PM	12 days ago				18 Clear Transfer Delete
KCSOV Prevention Capacity Survey	August 21, 2012 9:54 AM	40 days ago				0 Clear Transfer Delete
PPWT Survey VERSION2	August 2, 2012 7:12 AM	59 days ago				0 Clear Transfer Delete
Fourth R Youth Survey	February 9, 2012 6:45 PM	83 days ago				440 Clear Transfer Delete



- Use online surveys for data collection, entry AND analysis – regardless of whether you collect data electronically.



- Online surveys are your “virtual file cabinet”



# Rule #1: Don't Be A Data Squirrel

- It happens when you're busy
- Keep the evaluation feasible
  - only collect what you can analyze and use



**don't be a  
DATA SQUIRREL**

# Common Analyses



## QUANT

- Mean; Median; Mode
- Frequency; Frequency %
- Difference in means; Percentage Change
- Cross Tabs

## QUAL

- Common themes
- Observing Connections
- Telling a “story”

Online survey platforms will perform many of these functions by running “reports.”

Audience	Questions	Evaluation Use
Program staff & management	Did we reach our intended audience? Target population? Are participants satisfied with the program? Is the program run efficiently? How can we improve the program?	Programming decisions Day-to-day operations
Participants	Did the program help me and people like me? What would improve the program next time? What changes were observed for individuals involved?	Decisions about continuing participation
Community members	Is the program a good fit for our community? What is the program accomplishing?	Decisions about participation and support
Leadership	Who is the program serving? What difference has the program made? Is the program worth investment or additional support?	Decisions about commitment, support, or endorsement Knowledge about the utility and feasibility of the program approach
Funders	Is the program working? Was the program worth the cost/investment? What outcomes or impact was observed?	Accountability Improvement/ increase in funding and/or grantmaking efforts

# Improving Programming



How do you improve your projects?

What is your routine practice?



# Continuous Quality Improvement



- Build activities into strategies
- Strengthen the evidence supporting the use of a strategy
- Develop more comprehensive programs
- Maximize resources

Make it  
**ROUTINE** and **EXPECTED**





## REFLECTION QUESTIONS FOR IMPROVEMENT



Use this worksheet to have a discussion with your prevention team about improving one focus area or program in your prevention programming (e.g., youth engagement, Coaching Boys Into Men, Girls on the Run). Choose one focus area or program to discuss.

1. Who do you gather information from? Who do you gather information from about this programming?  
This can be formal (e.g., pre/post surveys, focus groups, interviews) or informal (e.g., debriefs/feedback)
2. How do you currently sort through/organize the information you collect?
3. How do you currently use the information you collect? When?
4. Why is it important to consider evaluation for this program/focus area?
5. What are the main challenges you face in using data to make improvements?

# Practice An "Improvement" Conversation



# Data To Action Reflection Questions



1. How satisfied are you with the process of survey (interview etc.) administration? What changes would you make in the future to the tool or process?
2. What findings confirmed what you believed to be true or are what you expected to see?
3. What findings surprised you?
4. Is there any additional information that you need to further understand survey findings? How will you get that information?
5. What findings support your current or planned activities/strategies?
6. What additional or different activities/strategies do the findings indicate are needed?
7. With whom will you share this data and in what form (report, one-pager, presentation etc.)?

# Summary



- Be intentional
- Mixed method is most informative
- Match method to resources and capacity
- Connect to goals
- Have a plan for analysis and dissemination
- Reflect and use findings

# Questions



# Resources & References



## Primary Prevention & Evaluation Resource Kit (Pennsylvania Coalition Against Rape, 2014)

<http://www.pcar.org/resource/primary-prevention-and-evaluation-resource-kit-analyzing-evaluation-data>

## PreventConnect (California Coalition Against Sexual Assault)

<http://www.learn.preventconnect.org>

## EvaluAction: Putting Evaluation To Work (VETO Violence, CDC)

<http://vetoviolence.cdc.gov/apps/evaluaction/>

## Community Toolbox (University of Kansas)

<http://ctb.ku.edu/en>

## Data Visualization

<http://stephanieevergreen.com/blog/>

- CDC Evaluation Working Group [www.http://www.cdc.gov/eval/resources.htm#logic](http://www.cdc.gov/eval/resources.htm#logic)
- CDC Sexual and Intimate Partner Violence Prevention Programs Evaluation (Guide 99-9234)  
Order at <http://wwwn.cdc.gov/pubs/ncipc.aspx>
- Choi, B. C., & Pak, A. W. (2004). A catalog of biases in questionnaires. *Preventing chronic disease*, 2(1), A13.
- Developing a Logic Model: Teaching and Training Guide by Ellen Taylor Powell and Ellen Henert.  
[www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf](http://www.uwex.edu/ces/pdande/evaluation/pdf/lmguidecomplete.pdf)
- W.K. Kellogg Foundation's Logic Model Development Guide [www.wkkf.org/pubs/tools/evaluation/pub3669.pdf](http://www.wkkf.org/pubs/tools/evaluation/pub3669.pdf)